Name	Lynn Price
School	Ponderosa Elementary, Meridian School District
Course	Music
Lesson	Mexican Culture "La Raspa", Grade 1

Sample Humanities Lesson Plan Visual and Performing Arts

STANDARD ONE: Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Target Area:

Cultural Context – Varied cultural experiences provide opportunities to develop empathy and understanding of other peoples.

Historical Context – Musical cultures exhibit both change continuity over time.

Interrelationship of Arts – visual art projects

Cross Cultural Relationship

Content Knowledge:

Understand the historical and cultural contexts of the visual and performing arts.

Explain the objective(s) of this lesson:

Students will: (1) Name the historical or cultural background of musical selections learned and (2) Identify the country or region of musical selections learned and (3) Show A B form by moving in shared space and following actions cues during the appropriate sections.

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Describe the activity that will help students fulfill the lesson objective(s):

- 1. Review familiar song, "Rig a Jig Jig". Have students clap the steady beat during the A section and pat a galloping rhythm during the B Section.
- 2. Ask students to describe how the two sections vary. Tell how they know when one section ends and the other begins.
- 3. As the students listen to the selection again, have them walk the steady beat to the A section, saying the words walk, walk, walk, and gallop in shared space to the B section, saying gallop, gallop, gallop.
- 4. Introduce listening selection: "La Raspa". Ask students if they know what country the music originated (*Mexico*).
- 5. Have students listen again to determine how many sections there are in "La Raspa" (two).
- 6. Divide students into two groups, one group playing shaker/scraper instruments with the beat during the first section, the other group playing metal instruments with the beat during the second section.
- 7. Ask students to listen as you explain that when a piece of music has two distinct sections, one is called the A section and the other is called the B section.
- 8. Listen again and have students hold up shapes to represents the A section (triangle) and B section (circle) during the appropriate sections.

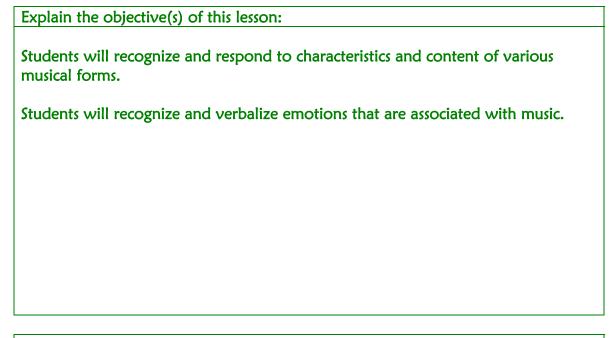
Suggested Materials

Song, "Rig a Jig Jig", <u>Share the Music</u>, Unit Six, Lesson 1, p. 228, CD4:32 Listening Selection: "La Raspa", <u>Share the Music</u>, Unit Six, Lesson 1, p. 228, CD 5:4 Triangles cut from blue construction paper and Circles cut from red construction paper (one set for each student)

Instruments: shaker/scrapers (tambourines, maracas), metals (triangles)

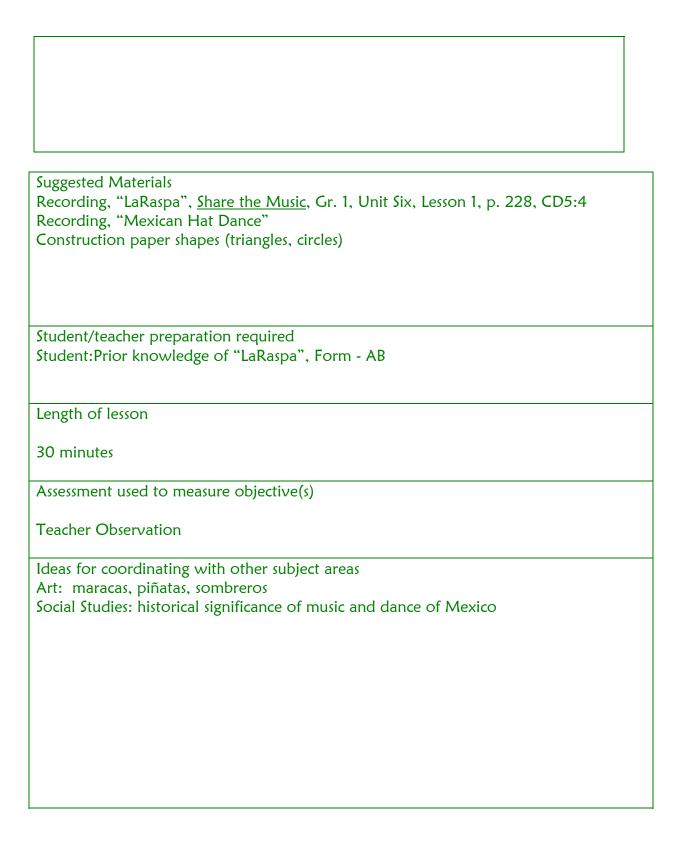
Student/teacher preparation required:
Students: prior knowledge of song "Rig a Jig Jig"
Teacher – construction paper shapes, circles and triangles
Instruments available for students – tambourines, maracas, triangles
Length of lesson
Thirty minutes
Assessment used to measure objective(s)
Teacher observation
Ideas for coordinating with other subject areas
Historical background of the song, "La Raspa" – It was brought toMexico by European
settlers many years ago. It probably originated in Italy, since <i>raspa</i> is an Italian noun
meaning "file." Raspa is also from an Italian word that means "to scratch the ground,
like a chicken."
like a chicken.

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School	Ponderosa Elementary	
Course	Music	
Lesson	#2, Mexican Culture, Grade 1	
	Sample Humanities Lesson Plan Visual and Performing Arts	
	Visual and Ferforming Arts	
	ARD TWO: Conduct structural analysis, engage in reasoned argument and	
	rate informed judgment about philosophical, aesthetic, or ethical arts	
issues.		
Target A	rea:	
	d Argument/Informed judgment (analysis of the arts)	
	ze and respond to characteristics and content of various musical forms	
•	hical/Aesthetic Issue (demonstrate meaning and importance of the arts, vocabulary)	
	ssue (legal, moral implications of the arts)	
Recogniz	ze and verbalize emotions that are associated with music.	
Content	Knowledge:	
Conduct	Conduct analyses in the arts and humanities disciplines and demonstrate informed	
judgmen	at about philosophical, aesthetic, or ethical arts issues.	



Describe the activity that will help students fulfill the lesson objective(s):

- 1. Review listening selection, "La Raspa". Have students hold up blue triangles and red circles to indicate A or B section as they listen.
- 2. Have students perform dance to "La Raspa" learned in PE class.
- 3. Ask students to identify movements for each section (tapping toes, jumping (A section) and creating a pathway through shared space with a partner (B section).
- 4. Introduce listening selection "Mexican Hat Dance."
- 5. Ask students to identify originating culture (Mexican).
- 6. Ask students to identify instruments they hear (*violins*, *castanets*, *guitars*) are they similar to "La Raspa"?
- 7. Give background information on "Mexican Hat Dance." (Folk dance courting dance, costumes)
- 8. Ask students to hold up triangles and circles as they listen to "Mexican Hat Dance" (A B A C A D)
- 9. Have students determine if the form is the same or different from "La Raspa." (different) What other shapes or letters do they need? (C square, D rectangle).
- 10. Have students perform a simple movement to the A section each time they hear it(*clapping*, *stamping*, *toe tapping*, *etc*). Stand still for the B C and D sections.



Name	Lynn Price
School	Ponderosa Elementary
Course	Music
Lesson	Cinco De Mayo Celebration

Sample Humanities Lesson Plan Visual and Performing Arts

STANDARD THREE: Communicate in the humanities disciplines through application and creative expression.

Target Area:	
Communicate through creative expression	

Content Knowledge:

Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.

Target Area:
Interpret/perform work
Class Performance combining music and physical education (movement)
Create work of art
Demonstrate behavior

Explain the objective(s) of this lesson.
Students will identify and perform simple songs from different Mexican culture. Students will illustrate group singing and instrumental skills in response to conductor cues.

Describe the activity that will help students fulfill the lesson objective(s):

Cinco De Mayo Student Program.

Explain the objective(s) of this lesson.

- 1. Welcome Student
- 2. Student Narrators background of Mexican Culture for music and dance presented.
- 3. Music performance students will show different ways to indicate knowledge of A B form in the song, "La Raspa" creative movement and Letter and shape symbols, instruments.
- 4. PE Performance Mexican Hat Dance
- 5. Art exhibit sombreros, maracas, piñatas
- 6. Students will perform "La Raspa" as learned in PE class
- 7. Enjoy Mexican refreshments (chips and salsa)

Suggested Materials

CD player, Props from Art projects: sombreros, maracas, piñatas, Musical Instruments: tambourines, maracas, triangles, Recordings: "La Raspa", "Mexican Hat Dance."

Student/teacher preparation required

Rehearsals in class – Physical education and music

Length of lesson 30 minutes

